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ABSTRACT

The purpose of this faculty orientation is to introduce the Drug Abuse Resistance Prorgram (DARE) to teachers who will have the program offered to their students. The DARE program is designed to give young people the facts about drugs and alcohol, and was developed in 1983 by health education specialists in conjunction with the Los Angeles Police Department and the Los Angeles Unified School District. Well-trained, uniformed police officers teach the class and employ a formal, semester-long curriculum. Included are such topics as how to say no to peers, self-esteem, assertiveness, social influences contributing to the use of drugs, and positive alternatives to drug use. The project focuses on students in elementary school who are not yet likely to have been led by their peers to experiment with alcohol, tobacco, and other drugs. Teachers are encouraged to be partners in the program by using suggested reinforcement activities, incorporating vocabulary words in spelling tets, assigning DARE-related topics in writing assignments, maintaining a question box in the classroom, providing bulletin board space, and attending to administrative tasks as required. (LL)

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FACULTY ORIENTATION

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# PROJECT D.A.R.E. FACULTY ORIENTATION

## Purpose

The purpose of the faculty orientation is to introduce the D.A.R.E. Program to faculty members. Fifth and/or sixth grade-teachers who will have the program in their classrooms will be allowed the opportunity to ask questions that they may have about the D.A.R.E. Program.

## Objective

D.A.R.E. school faculty members will become familiar with the scope and sequence of the D.A.R.E. lessons and will be provided with assistance in conducting the suggested extended activities.

## BACKGROUND

Project D.A.R.E. (Drug Abuse Resistance Education) is at the forefront of substance use prevention education programs. It is designed to give young people the facts about drugs and alcohol and to "inoculate" them against negative peer pressure by teaching them self-management and resistance skills. This unique program, developed in 1983 as a cooperative effort by the Los Angeles Police Department and the Los Angeles Unified School District, uses well-trained uniformed police officers to teach in the classroom. Employing a formal, semester-long curriculum, Project D.A.R.E. focuses special attention on students in elementary school exit grades (5 or 6) who are not yet likely to have been led by their peers to experiment with alcohol, tobacco, and other drugs and are, therefore, more receptive to prevention education.

This innovative law enforcement/education partnership program has several noteworthy features:

- D.A.R.E. targets elementary school children. Junior high and high school drug education programs have come too late to prevent drug abuse among some youth. Substantial numbers of young people have reported initiating use of alcohol, tobacco, or marijuana by junior high school.

- D.A.R.E. offers a highly structured, intensive curriculum developed by health education specialists. A basic precept of the D.A.R.E. Program is that elementary school children lack sufficient social skills to resist peer pressure and say no to drugs. D.A.R.E. instructors do not use the scare tactics of traditional approaches that focus on the dangers of use. Instead, the instructors work with children to raise their self-esteem, teach them how to make decisions on their own, and help them identify positive alternatives to substance use. The D.A.R.E. curriculum addresses learning objectives consistent with those of many state departments of education and conforms to health education standards.

- D.A.R.E. uses uniformed law enforcement officers to conduct the class. Uniformed D.A.R.E. instructors not only serve as role models for children at an impressionable age but also have high credibility on the subject of drug use. Moreover, by relating to students in this role, officers develop a rapport that promotes positive attitudes toward police and greater respect for the law.

- D.A.R.E. represents a long-term solution to a problem that has developed over many years. Many people believe that, over time, a change in public attitudes will reduce the demand for drugs. D.A.R.E. seeks to promote that change by reaching children at an early age. Equally important, D.A.R.E instructors help children develop more mature decision-making capabilities that they can apply to many different situations as they grow up.

PROJECT D.A.R.E. IN THE SCHOOL: A MESSAGE TO THE PRINCIPAL

Project D.A.R.E. provides:

- a uniformed, unarmed officer, carefully selected and specially trained, who will be on campus one-day-a-week for a semester.
- presentation of a 17-week curriculum to a maximum of four exit grade classes (grades 5 or 6). Each lesson requires 45-60 minutes of class time.
- presentation of visitation lessons to classes at other grade levels grades (K-4).
- a culmination assembly for students successfully completing the curriculum.
- a faculty awareness session (30-60 minutes).
- a parent education evening (2 hours).

You can help by:

- introducing the D.A.R.E. officer to your school.
- regarding the officer as an educator and faculty member. No law enforcement activities should be expected of the officer except in emergencies.
- coordinating the scheduling of class time with the D.A.R.E. officer.
- scheduling a faculty orientation meeting early in the semester.
- requiring regular classroom teachers to remain in the classroom during D.A.R.E. presentations.
- ensuring that the required classroom time is allotted for officer instruction.
- encouraging teachers to be partners in the D.A.R.E. Program through:
  - using the suggested extended activities to reinforce the D.A.R.E. curriculum throughout the week, incorporating D.A.R.E. vocabulary in spelling tests, assigning D.A.R.E.-related topics in writing exercises, and so on.
  - maintaining the D.A.R.E. question box in a prominent place in the classroom throughout the week so that students can submit questions at any time.
  - providing bulletin board space for the display of student D.A.R.E. work and other D.A.R.E. materials.
- giving the D.A.R.E. officer access to the playground and cafeteria for informal interaction with students.

- scheduling and publicizing the parent education meeting(s).
- providing the officer with a mailbox and school bulletins.
- providing space for the D.A.R.E. officer to store D.A.R.E. materials and to perform non-classroom activities associated with D.A.R.E.
- making available audiovisual equipment for D.A.R.E. presentations (parent meetings and one or two classroom lessons).

PROJECT D.A.R.E. IN THE SCHOOL: A MESSAGE TO THE TEACHER

Project D.A.R.E. (Drug Abuse Resistance Education) is a substance use prevention education program developed in Los Angeles to reduce the demand for drugs. It teaches elementary school children ways to say no to drugs and educates students about alternatives to drug use. The introduction of D.A.R.E. as one component of a comprehensive K-12 drug use prevention strategy is the result of an agreement between the superintendent of schools and the chief of police or sheriff in your community to join together in educating children about how to effectively resist peer pressure to experiment with drugs and alcohol. Your cooperation in this collaborative effort between education and law enforcement will enhance your school's substance use prevention activities.

This information packet will help to familiarize you with the scope and sequences of the D.A.R.E. lessons. It also contains suggestions for conducting extended activities.

The D.A.R.E. officers will teach one lesson per week to the fifth or sixth grade classes and may make scheduled visits to K-4 classes.

Please assist the D.A.R.E officers by doing the following:

- Remain in the classroom during the D.A.R.E. lesson.
- Have your class ready at the scheduled time for the D.A.R.E. lesson.
- Provide the D.A.R.E. officer with chalkboard space and occasional bulletin board space for display of students' work.
- Provide a place in the classroom to store the D.A.R.E. student notebooks.
- Keep the D.A.R.E. question box available to students.
- Collect D.A.R.E. homework.
- Use D.A.R.E. vocabulary in language arts activities for reinforcement.

## D.A.R.E. OFFICER DUTIES AND RESPONSIBILITIES

Being a D.A.R.E. instructor is a demanding job. Duties do vary from area to area. However, the following summarizes the general description of a D.A.R.E. officer's responsibilities:

- teach D.A.R.E. core curriculum, spend time with students during recess and in the cafeteria, and participate in school activities such as assemblies and faculty meetings, etc.
- prepare teaching materials (e.g., lesson plans, student notebooks and handouts, visual aids) and guides for teachers' auxiliary classroom activities.
- maintain relations with school principals and other key school personnel.
- visit K-4 classes as time permits.
- prepare for and give presentations at faculty inservice meetings, parents' education evenings, PTA meetings, and community organization meetings.
- coordinate audiovisual equipment for classroom instruction, parent meetings, and public speaking engagements.
- schedule and coordinate culmination (D.A.R.E. student graduation) exercises and complete D.A.R.E. diplomas.
- participate in extracurricular activities such as Halloween festivities, holiday programs, and field trips.
- keep records of daily and monthly activities.
- attend inservice training sessions.

## STUDENT REFERRAL PROCESS

Many schools are concerned that classroom discussions will prompt student to reveal substance use problems of their own or within their families. D.A.R.E. officers are instructed to take the same actions as any member o the faculty, generally referring such matters to the school principal. The D.A.R.E. officer is not a substance abuse counselor and will not be expected to function in that capacity.

Having a school-based or community-based counseling resource to which children and parents can be referred is essential for any school offering D.A.R.E.

INTRODUCTORY LETTER TO PARENTS

Dear Parent:

The prevention of substance use among school-age children is a major concern in our community, as it is elsewhere in the nation. To address this problem, the _____ Police Department/Sheriff's Department, in cooperation with the _____ School Board is presenting a substance use prevention program entitled D.A.R.E. (Drug Abuse Resistance Education).

D.A.R.E. will be presented to fifth- or sixth-grade students one-day-a-week for 17 weeks by a uniformed officer who has been trained to teach this Program. The curriculum includes such topics as how to say no to peers, self-esteem, assertiveness, social influences contributing to the use of drugs, and positive alternatives to drug use. An abbreviated program will also be given to children in grades kindergarten through four. The officer teaching this class will also present a program for parents and will cooperate with parents to ensure that children are well-informed regarding the dangers of drug use.

We hope that you will share our enthusiasm for this exciting program. Please contact the principal if you have any questions.

(Signed)

VISITATION LESSONS

KINDERGARTEN AND GRADES 1 AND 2

LESSON ONE: BEING SAFE

LESSON TWO: DRUG SAFETY

LESSON THREE: LEARNING TO SAY NO

LESSON FOUR: ABOUT FEELINGS

D.A.R.E. LESSONS

(GRADES K-2)

Lesson 1

BEING SAFE

Concept: Rules are important for our safety.

Purpose: To teach children some important rules for their safety.

Objective: The children will show that they know important rules for safety.

Lesson 2

DRUG SAFETY

Concept: Many foods and things that are not foods but come in bottles or packages are helpful when used for the reason they were made.

Purpose: To help students tell the difference between food and things that are not food and learn which non-food things around the house are helpful and which are harmful.

Objective: Students will recognize helpful and harmful non-food things about the home.

Lesson 3

LEARNING TO SAY NO

Concept: Learning to say no means recognizing, refusing, or staying away from things or happenings that may be unsafe or harmful and means reporting, or telling someone about those things.

Purpose: To help students learn how to say no in response to pressures from peers and adults to do something they think may be unsafe or harmful.

Objective: Students will show they know how important it is to tell someone about things that they think may be unsafe or harmful.

Lesson 4

## ABOUT FEELINGS

Concept: Self-worth means having good feelings about yourself.

Purpose: To help children understand that how we feel about ourselves come from the good (positive) or the bad (negative) feelings we have about ourselves and from the good things or bad things that happen to us.

Objective: The children will learn about themselves by listening to others tell their own good feelings and other good things about themselves.

## D.A.R.E. PROGRAM SKILLS GRID

(K-2)

| OBJECTIVES/SKILLS | BEING SAFE | DRUG SAFETY | LEARNING TO SAY NO | ABOUT FEELINGS |
|---|---|---|---|---|
| I. COGNITIVE INFORMATION | X | X | X | X |
| II. RECOGNIZING PRESSURES | X | O | X | X |
| III. REFUSAL SKILLS | X | O | X | O |
| IV. CONSEQUENTIAL THINKING AND RISK TAKING | X | O | X | X |
| V. INTERPERSONAL AND COMMUNICATION | X | O | X | X |
| VI. CRITICAL THINKING (DECISION MAKING) | X | X | X | O |
| VII. POSITIVE ALTERNATIVES | X | O | O | X |

KEY: O- Awareness
X- Emphasis

VISITATION LESSONS

(GRADES 3-4)

LESSON ONE: RULES TO KEEP SAFE

LESSON TWO: DRUGS MAY HELP OR HARM

LESSON THREE: SAYING NO TO DRUG OFFERS

LESSON FOUR: FEELING SPECIAL

LESSON FIVE: DARE TO SAY NO

D.A.R.E. LESSONS

(GRADES 3-4)

Lesson 1

RULES TO KEEP SAFE

Concept: Rules help protect people and keep them safe.

Purpose: To acquaint students with the role of the police officer in the classroom and the playground and to review safety practices to protect students at school, at home, and in the neighborhood.

Objective: Students will identify rules to help keep them safe at school, at home, and in the neighborhood.

Lesson 2

DRUGS MAY HELP OR HARM

Concept: Medicines and drugs may be helpful or harmful.

Purpose: To help students understand that drugs and medicines may be helpful or harmful depending upon their use.

Objective: Students will give examples of the proper use and the misuse of selected medicines and drugs.

Lesson 3

SAYING NO TO DRUGS

Concept: Saying no to drug offers is a way to keep safe.

Purpose: To make students aware of drug offers and to teach them how to say no.

Objective: Students will be able to recognize and say no to drug offers.

Lesson 4

FEELING SPECIAL

Concept: Feeling special is important in building feelings of self-worth.

Purpose: To help students understand that feeling special is a way to help them have good feelings about themselves.

Objective: Students will identify qualities about themselves that make them special.

Lesson 5

DARE TO SAY NO

Concept: "Dare to say no" means having the courage to say no to offers that may lead to things that are unsafe.

Purpose: To help students review and apply the concepts learned from participating in Project D.A.R.E.

Objective: Student will be able to say no to offers which may lead to things that are unsafe.

D.A.R.E. PROGRAM SKILLS GRID
(3-4)

| OBJECTIVES/SKILLS | RULES TO KEEP SAFE | DRUGS MAY HELP OR HARM | SAYING NO TO DRUG OFFERS | FEELING SPECIAL | DARE TO SAY NO | |
|---|---|---|---|---|---|---|
| I. COGNITIVE INFORMATION | X | X | X | O | X | |
| II. RECOGNIZING PRESSURES | X | O | X | X | O | |
| III. REFUSAL SKILLS | O | O | X | O | X | |
| IV. CONSEQUENTIAL THINKING AND RISK-TAKING | X | O | X | O | O | |
| V. INTERPERSONAL AND COMMUNICATION | X | O | X | X | X | |
| VI. CRITICAL THINKING (DECISION MAKING) | X | X | X | O | X | |
| VII. POSITIVE ALTERNATIVES | X | O | O | X | X | |

KEY: O - Awareness
X - Emphasis

CORE LESSONS

(GRADES 5 OR 6)

| | |
|---|---|
| LESSON ONE: | PRACTICES FOR PERSONAL SAFETY |
| LESSON TWO: | DRUG USE AND MISUSE |
| LESSON THREE: | CONSEQUENCES |
| LESSON FOUR: | RESISTING PRESSURES TO USE DRUGS |
| LESSON FIVE: | RESISTANCE TECHNIQUES: WAYS TO SAY NO |
| LESSON SIX: | BUILDING SELF-ESTEEM |
| LESSON SEVEN: | ASSERTIVENESS: A RESPONSE STYLE |
| LESSON EIGHT: | MANAGING STRESS WITHOUT TAKING DRUGS |
| LESSON NINE: | MEDIA INFLUENCES ON DRUG USE |
| LESSON TEN: | DECISION-MAKING AND RISK-TAKING |
| LESSON ELEVEN: | ALTERNATIVES TO DRUG USE |
| LESSON TWELVE: | ROLE MODELING |
| LESSON THIRTEEN: | FORMING A SUPPORT SYSTEM |
| LESSON FOURTEEN: | WAYS TO DEAL WITH PRESSURES FROM GANGS |
| LESSON FIFTEEN: | PROJECT D.A.R.E. SUMMARY |
| LESSON SIXTEEN: | TAKING A STAND |
| LESSON SEVENTEEN: | D.A.R.E. CULMINATION |

D.A.R.E. (GRADES 5 OR 6)

INTRODUCTORY LESSON

Concept: Preventing drug abuse among children and youth is a shared responsibility.

Purpose: To introduce the D.A.R.E. Program to students.

Objective: Students will learn the name of the officer assigned to the school and will be able to identify the purpose of the D.A.R.E. Program.

Lesson 1

PRACTICES FOR PERSONAL SAFETY

Concept: Laws are important rules of conduct to protect the rights of all people.

Purpose: To acquaint students with the role of the police officer in the classroom and to review safety practices to protect students from harm at home, on the way to and from school, and in the neighborhood.

Objective: Students will demonstrate awareness of the need for laws and rules to protect people and to keep them safe.

Lesson 2

DRUG USE AND MISUSE

Concept: Drugs are substances that can change the way the mind and body work. Drugs may be beneficial when used properly but may seriously disrupt normal body functions when misused.

Purpose: To help students understand the harmful effects of drugs if they are misused.

Objective: Students will relate the harmful effects that may result from the misuse of drugs.

Lesson 3

CONSEQUENCES

Concept: Considering the consequences that may result from using and choosing not to use drugs can be helpful in deciding about trying drugs or choosing not to try them.

Purpose: To help students understand that there are many consequences, both positive and negative, that may result from using and from choosing not to use drugs.

Objective: The student will be able to identify consequences of using and choosing not to use alcohol and marijuana.

Lesson 4

RESISTING PRESSURES TO USE DRUGS

Concept: Keeping in mind the consequences of drug use can help you say no to drug offers and resist peer pressure.

Purpose: To make students aware of the kinds of peer pressure they may face to take drugs and to help students learn to say no to such offers by thinking of the consequences of drug usage.

Objective: Students will be able to resist the pressure of a drug offer.

Lesson 5

RESISTANCE TECHNIQUES--WAYS TO SAY "NO"

Concept: There are several effective ways to say no in response to various kinds of peer pressure to use drugs.

Purpose: To help students learn and practice effective ways to respond to different types of peer pressure to use drugs.

Objective: Students will be able to demonstrate effective ways to say no in response to different kinds of peer pressure to use drugs.

Lesson 6

BUILDING SELF-ESTEEM

Concept: Developing positive attitudes about one's own abilities and achievements is important in building self-esteem.

Purpose: To help students understand that self-image, the way a person regards himself or herself, results from positive and negative feelings and experiences.

D.A.R.E. (Grades 5 or 6) Continued

Objective: Students will recognize positive qualities about themselves.

Lesson 7

ASSERTIVENESS: A RESPONSE STYLE

Concept: Assertiveness is a response style that enables a person to state his or her own rights without loss of self-esteem.

Purpose: To teach assertiveness as a technique for refusing offers to use drugs.

Objective: Students will be able to respond assertively in refusing offers to use drugs.

Lesson 8

MANAGING STRESS WITHOUT TAKING DRUGS

Concept: Stress is a feeling of physical and mental strain that may result from pleasant or unpleasant events. The reactions that stress triggers in the body, mind, and emotions can be helpful under certain conditions but may be harmful if uncontrolled.

Purpose: To help students recognize stress encountered in their daily living and to suggest ways to deal with it other than by taking drugs.

Objective: Students will be able to identify stressors in their lives.

Lesson 9

MEDIA INFLUENCES ON DRUG USE

Concept: The use of alcohol and drugs is often encouraged by the advertising media.

Purpose: To help students develop the understandings and skills needed to analyze and resist media influences to use alcohol and drugs.

Objective: Students will be able to recognize and analyze influencing factors in media presentations about alcohol and drugs.

Lesson 10

DECISION MAKING AND RISK TAKING

Concept: Decision-making skills help people become better aware of the risks involved in a situation, the choices available to them, and the consequences or results of risk taking and decision making.

Purpose: To help students apply the decision-making process in evaluating the results of various kinds of risk taking behavior, including that of drug use.

Objective: Students will be able to apply decision-making skills in evaluating the risks in situations involving drug use.

Lesson 11

ALTERNATIVES TO DRUG ABUSE

Concept: Wholesome activities that promote self-understanding and self-esteem provide effective alternatives to drug abuse behavior.

Purpose: To help students find out about activities that are interesting and rewarding and that are appropriate alternatives to taking drugs.

Objective: The student will find out about activities that are interesting and rewarding.

Lesson 12

ROLE MODELING

Concept: Older student leaders who do not use drugs can serve as positive role models in influencing younger students not to use drugs.

Purpose: To acquaint students with older student leaders and other positive role models that do not use drugs and to clarify the misconception that drug users are in the majority.

Objective: Students will identify ways that older students and famous people (athletes, actors, and musicians) can discourage the use of drugs among youth.

Lesson 13

FORMING A SUPPORT SYSTEM

Concept: Reaching out to form positive relationships with many different people (family members, neighbors, students, teachers, youth-group leaders, and coaches) enables individuals to help one another and to fulfill their needs for affection, belonging, recognition, respect, and feelings of self-worth.

Purpose: To help students recognize that individuals need to develop positive relationships with many different people in order to form a support system.

Objective: Students will be able to develop positive relationships with many different people in order to form a support system.

Lesson 14

WAYS TO DEAL WITH PRESSURES FROM GANGS

Concept: Considering the consequences of choices available in situations involving gang activity can help students in deciding ways for coping with pressures from gang members.

Purpose: To make students aware of the kinds of pressure they may encounter from gang members and to help them evaluate the consequences of the choices available to them.

Objective: Students will be able to identify situations in which they may be pressured by gangs and to evaluate the consequences of the choices available to them.

Lesson 15

PROJECT D.A.R.E. SUMMARY

Concept: Drug abuse resistance education is learning about ways to say no to pressures or influences to use drugs.

Purpose: To help students summarize and assess what they learned from participating in Project D.A.R.E.

Objective: Students will be able to suggest appropriate responses for dealing with and resisting pressures to use drugs.

Lesson 16

TAKING A STAND

Concept: Taking a stand means giving the appropriate response when you are pressured to use drugs.

Purpose: To help students respond effectively when they are pressured to use drugs.

Objective: Students will complete and read aloud scripts telling how they can respond when they are pressured to use drugs.

Lesson 17

D.A.R.E. CULMINATION

Lesson 17 is designed as a culminating assembly to which all classes involved in Project D.A.R.E. will be invited. This event will provide an opportunity for recognizing the writer of the best script and other outstanding students from each class and for presenting certificates of achievement to all students who participated in the program.

The officer should consult with the school principal on the planning and the scheduling of the culminating assembly.

D.A.R.E. PROGRAM SKILLS GRID

(5-6)

| OBJECTIVES/SKILLS | PERSONAL SAFETY | DRUG USE | CONSEQUENCES | RESISTING PRESSURE | RESISTANCE TECHNIQUES | SELF ESTEEM | ASSERTIVENESS | MANAGING STRESS | MEDIA INFORMATION | DECISION MAKING RISK TAKING | ALTERNATIVES | ROLE MODELING |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| I. COGNITIVE INFORMATION | X | X | X | X | 0 | 0 | 0 | 0 | 0 | X | 0 | 0 |
| II. RECOGNIZING PRESSURES | 0 | 0 | X | X | X | X | X | X | X | X | 0 | X |
| III. REFUSAL SKILLS | 0 | 0 | 0 | X | X | 0 | X | 0 | 0 | 0 | 0 | 0 |
| IV. CONSEQUENTIAL THINKING AND RISK-TAKING | X | X | X | 0 | X | 0 | X | 0 | X | X | 0 | 0 |
| V. INTERPERSONAL AND COMMUNICATION | 0 | 0 | X | X | X | X | X | X | X | X | 0 | X |
| VI. CRITICAL THINKING(DECISION MAKING) | X | X | X | X | 0 | 0 | 0 | X | X | X | X | X |
| VII. POSITIVE ALTERNATIVES | | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | X | X | X |





KEY: 0 - Awareness
X - Emphasis

D.A.R.E. PROGRAM SKILLS GRID
(5-6) continued

| OBJECTIVES/SKILLS | SUPPORT SYSTEMS | RESIST GANG PRESSURE | DARE SUMMARY | TAKING A STAND | CULMINATION | |
|---|---|---|---|---|---|---|
| I. COGNITIVE INFORMATION | X | X | X | O | O | |
| II. RECOGNIZING PRESSURES | O | X | O | X | O | |
| III. REFUSAL SKILLS | O | X | O | X | O | |
| IV. CONSEQUENTIAL THINKING AND RISK-TAKING | O | X | O | X | O | |
| V. INTERPERSONAL AND COMMUNICATION | X | O | O | X | O | |
| VI. CRITICAL THINKING (DECISION MAKING) | O | X | O | X | O | |
| VII. POSITIVE ALTERNATIVES | X | X | O | X | O | |







KEY: O - Awareness
X - Emphasis

SUGGESTED EXTENDED ACTIVITIES FOR THE TEACHER
(GRADES 5 OR 6)

Lesson One: PRACTICES FOR PERSONAL SAFETY

1. Discuss with students issues of personal safety when they go to shopping malls, parks, and shows.

2. Have students make a directory of important community services and phone numbers to take home and place next to the telephone.

Lesson Six: BUILDING SELF-ESTEEM

1. Assign the following activities as an art lesson or for homework.

   . Ask students to print their name vertically on the left-hand side of a sheet of paper. Then instruct them to think of a word for each of the letters that begins with the same letter and describes them in a positive manner. For example:

     Reliable
     Useful
     Thoughtful
     Helpful

   . Ask students to design their own personal license plate (seven letters or numbers or a combination).

2. Collect assignments. Share students' work with the D.A.R.E. officer. You may want to display students' sample license plates on the bulleti board.

Lesson Eight: MANAGING STRESS WITHOUT TAKING DRUGS

1. Conduct a class discussion to review major points on stress that were covered in the lesson by the officer.

   a. Stress refers to the mental or physical strain felt about a situation or event.

   b. Everybody feels stress; it is a basic part of our daily life.

   c. Some stress is helpful, but too much stress can be harmful.

2. Review students' responses to the homework assignment worksheet entitled "Stressors."

3. Ask students how many used the deep-breathing exercise for stressful situations. Ask: "How many found deep breathing helpful?"

## Lesson Nine: MEDIA INFLUENCES ON DRUG USE

1. Ask students to make posters illustrating anti-alcohol or anti-drug messages.

2. Ask students to collect ads to make collages for display.

## Lesson Twelve: ROLE MODELING

1. Conduct a discussion to review with students what they learned from the visit by older students.

2. Explain to students that one of the ways to express their appreciation to the older students for taking the time to talk to the class is to write a thank-you note. Write a sample form for the note on the chalkboard, and ask students to use it as a guide in writing their own notes.

(SAMPLE)
D.A.R.E. SEMESTER SCHEDULE
Fall-Winter 19--

| | |
|---|---|
| September 7-11 | Introductions |
| September 14-18 | Lesson 1 |
| September 21-25 | Lesson 2 |
| September 28-October 2 | Lesson 3 |
| October 5-9 | Lesson 4 |
| October 12-16* | Lesson 5 |
| October 19-23 | Lesson 6 |
| October 26-30 | Lesson 7 |
| November 2-6 | Lesson 8 |
| November 9-13* | Lesson 9 |
| November 16-20 | Lesson 10 |
| November 23-27** | Makeup Days |
| November 30-December 4 | Lesson 11 |
| December 7-11 | Lesson 12 |
| December 14-18 | Lesson 13 |
| December 21-25** | Makeup Days |
| January 4-8 | Lesson 14 |
| January 11-15 | Lesson 15 |
| January 18-22* | Lesson 16 |
| January 25-29 | Lesson 17/ Culmination Week |

* Four-day week
** Three-day week

(SAMPLE)
DAILY SCHEDULE FOR D.A.R.E. OFFICER

Elementary School
123 Main Street
Anytown, 01234
(987) 123-4567

| | |
|---|---|
| 7:30 - 8:15 | Administration/Greet Students |
| 8:25 - 9:10 | 5th/6th-Grade Teaching |
| 9:15 - 10:00 | 5th/6th-Grade Teaching |
| 10:05 - 10:25 | Recess |
| 10:30 - 11:15 | 5th/6th-Grade Teaching |
| 11:30 - 12:15 | 5th/6th-Grade Teaching |
| 12:30 - 1:15 | Lunch |
| 1:15 - 1:45 | K-4 Teaching |
| 1:45 - 2:15 | K-4 Teaching |

_____, Principal
(Name)

_____, Office Manager
(Name)

_____, D.A.R.E. Coordinator
(Name)

(SAMPLE)
D.A.R.E. OFFICER SCHEDULING FORM

Officer/Instructor _____ Day of week _____

Principal _____ School _____

Office Manager _____ Address _____

Telephone _____

| Time | Grade/Room Number | Teacher |
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FOR ADDITIONAL INFORMATION ABOUT D.A.R.E. CONTACT:

North Carolina Department of Public Instruction
Division of Student Services
Alcohol and Drug Defense Section
116 West Edenton Street - Education Building
Raleigh, North Carolina 27603-1712
(919) 733-3162

North Carolina State Bureau of Investigation
Department of Justice
3320 Old Garner Road
Post Office Box 29500
Raleigh, North Carolina 27626-0500
(919) 779-1400